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ABSTRACT

The Bellingham, Washington, Public Schools K-8 Chapter 1 Reading Program attempts to develop an enthusiastic and growing interest in reading, and to help each child work toward his or her potential through effective reading. The program is described in terms of the following: (1) district information; (2) program and project information; (3) goals and objectives; (4) coordination with regular and special school programs; (5) parent and community involvement; (6) professional development and training; (7) leadership; (8) instructional materials, methods and approaches; (9) expectations for student learning and behavior; (10) school/classroom climate; (11) maximum use of academic learning time; (12) monitoring of student progress; (13) feedback and reinforcement; (14) rewarding and recognizing excellence; (15) using evaluation results for project improvement. Two other programs under Chapter 1 are briefly described: the Neglected and Delinguent Program and the Chapter 1 KIDS (Kindergarten for Individual Developmental Success). (PS)

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E.C.I.A.
Chapter I Program

Initiative to Improve the Quality of Chapter 1 Projects

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Office of Educational Research and Improvement
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UD025218

BELLINGHAM PUBLIC SCHOOLS

BELLINGHAM , WASHINGTON

K-8 Chapter 1 Reading Program
Neglected and Delinquent Program
Chapter 1 KIDS Program

(Kinderparten for Individual Developmental Success)

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SUCCESSFUL COMPENSATORY EDUCATION IDENTIFICATION PROGRAM

COVER SHEET

Local superintendent's or chief operating officer's name (Mrs., Miss, Ms., Mr., (Dr.))

Lee F. Olsen

Education agency's name Bellingham Public Schools #501

Address P.O. Box 878
Bellingham, Washington
98227

Telephone number (206) 676-6542 Congressional district(s) Second

I have reviewed the information contained on this form and, to the best of my knowledge, it is accurate.

Lee F. Olsen Date 2-13-86
Superintendent's signature

****

School principal or Chapter 1 coordinator's name as appropriate, (or other official responsible for program administration) (Mrs.), Miss, Ms., Mr., Dr.)

Margo Montague

Address Bellingham Public Schools
P.O. Box 878
Bellingham, Washington

Telephone number (206) 676-6542

Date of most recent State educational agency on-site review of project (for Chapter 1 submission) March 1985

I have reviewed the information contained on this form and, to the best of my knowledge, it is accurate.

Margo Montague Date 2-13-86
Appropriate district official or Chapter 1 coordinator's signature

State Washington

Chief State School Officer's name (Mrs., Miss, Ms., Mr., Dr.)

Frank B. Brouillet, State Superintendent

Address Old Capitol Building
Mail Stop FG - 11
Olympia, Washington 98504

Telephone Number (206) 753-6717

I hereby nominate this Chapter 1 project or State or local compensatory education program under the Successful Compensatory Education Identification Program. To the best of my knowledge, the information contained in this form is accurate, and, if a Chapter 1 project, it is being implemented in compliance with Federal requirements.

_____ Date _____
Chief State School Officer's Signature

****

Name and title of person(s) completing form

Margo Montague

Coordinator State and Federal Programs

Ia. DISTRICT INFORMATION

(Complete for the nomination of a State and local compensatory education program or a Chapter 1 project which operates in a local school district, unless the project is a State migrant education program. State agency programs should be described on page 4.)

A. District name Bellingham Public Schools

Name of contact person Margo Montague

Telephone number (206) 676-6542

B. Descriptive information for the 1984-85 school year

1. Total district enrollment 8466

2. Total number of classroom teachers 530

3. Grades or equivalent education span of district K-12

4. What is the racial/ethnic composition of the student body in your district/agency?

257 - 3.0% American Indian or Native Alaskan
268 - 3.2% Asian or Pacific Islander
138 - 1.6% Hispanic
84 - 1.0% Black, not of Hispanic Origin
7719- 91.2% White, not of Hispanic Origin

5. Total population in school district 60,000

6. In general, how would you classify the district?
Rural _____ Small town X
Suburban _____ Urban _____

7. What percentage of the students in your district comes from low-income families? 24% (Please indicate how you determined this number.)

Count of student applications approved for free and reduced price lunch.

8. Please describe briefly any significant changes that have occurred in these student figures during the last 3-5 years.

Total percentage figure has risen 1% per year in the last 4 years. Prolonged unemployment and lay-offs* are one factor along with an increase in single parent families on welfare or in minimum hourly wage positions.

*(seasonal employment and industrial)

Ib. STATE AGENCY PROGRAM INFORMATION
(Complete if project is operated by a State agency.)

A. Agency name _____

Name of contact person _____

Telephone number ( ) _____

B. Type of agency

State Educational Agency _____
State Institution/Delinquent _____
State Institution/Neglected _____
State Institution/Handicapped _____
Other (Specify) _____

C. Descriptive information for the 1984-85 school year

1. Number of institutions participating in State agency program _____

2. Number of institutions participating in the nominated program _____

3. Total number of classroom teachers _____

4. Grades or equivalent span of participating institution(s) _____

5. What is the racial/ethnic composition of the student body in the institution(s)?

_____% American Indian or Native Alaskan
_____% Asian or Pacific Islander
_____% Hispanic
_____% Black, not of Hispanic Origin
_____% White, not of Hispanic Origin

Ic. PROGRAM/PROJECT INFORMATION
(All programs must complete this section.)

A. Project title: Chapter 1 Reading Programs

B. Program category

Chapter 1 Basic Grants to local education agencies (LEAs) X
Chapter 1 Migrant Education _____ Section 141 _____
Section 143 _____
Chapter 1 Neglected/Delinquent _____
Chapter 1 Handicapped _____

State Funded Program _____
Locally Funded Program _____

C. Area(s) of service submitted

Reading X
Mathematics _____
Oral Language _____
Other Language Arts _____
Other (Specify) _____

D. Number of children participating from public school(s) 547
and nonpublic school(s) 26

E. Grade level(s) or equivalent span of children receiving services 1-8

F. Number of staff in the program/project. teachers 13
aides 10
volunteers _____

Describe the average educational (level) background, e.g., degree, experience, training of the teachers and education aides in the State, local, or Chapter 1 project.
teachers: Bachelor's Degree in Education. Many have a Masters Degree in Reading. One teacher has a Doctorate in Reading.

aides: High School Diploma. Average experience 10-15 years. Many have some college experience or a degree.

G. School year(s) for which this program/project is being nominated (must include school year 1984-85). 1981-1985

H. Estimated annual per pupil cost to conduct this program/project in school year 1984-85. $763.00

I. What are the primary educational needs of the particular group of students served by your program/project? Please indicate how these needs were determined and whether there are ongoing procedures for reviewing their relevance.

(Use additional sheet if necessary.)

I. The primary educational needs of our Chapter 1 reading students is to improve and strengthen basic skills in reading.

A formal needs assessment is conducted annually in all Chapter 1 eligible schools. In participating schools, all students are screened for reading using the Wide Range Achievement Test-R in grades 1 and 2 and the Botel Word Opposites Test in grades 3-8. Below level readers in non-participating schools are identified using existing data such as standardized tests, district math tests, and teacher-made tests. Achievement levels in all schools are verified by teacher judgement based on past records and further testing to establish the number of students in each grade needing math and reading remediation. This data along with the evaluation report is reviewed by parents at District Advisory Council meetings for their recommendations for program focus.

J. Describe how students are selected for services.

K. List the names of the schools or institutions participating in the program/project, and if it is an LEA project, the percentage of children from low-income families for each school during school year 1984-85.

(Use additional sheet if necessary.)

Name	Percent of children from low-income families
_____	_____
_____	_____
_____	_____

J. Every fall Chapter 1 schools screen first and second graders using the Wide Range Achievement Test and third through eighth graders with the Botel Word Opposites Test.

All students reading below grade level (Botel) and below the 25th percentile (WRAT-R) as determined by screening, diagnostic testing, and teacher judgement are eligible for participation. Those eligible are rank ordered for each grade and those in greatest need (or are continuations from the prior year) are scheduled for instruction. When vacancies occur, those next in greatest need are included.

In all reading centers an approximately 1:5 ratio is maintained. Students are scheduled for each 30-40 minute instructional period at a time that fits their classroom schedule. In some schools this is during a part of the reading period when a teacher is working with other groups. In other schools, Chapter 1 students remain in their regular classrooms during the entire reading period and are scheduled for an additional period of reading at some other time.

ESD	CO	DIST
189	37	501

SUPERINTENDENT OF PUBLIC INSTRUCTION
SPECIAL SERVICES AND PROFESSIONAL PROGRAMS
SUPPORT SERVICES
OLD CAPITOL BUILDING FG-11, OLYMPIA, WA 98504

SCHOOL IDENTIFICATION/TARGET AREA SELECTION
CHAPTER 1 REGULAR/REMEDIATION ASSISTANCE

DISTRICT: BELLINGHAM

DISTRICTS WITH LESS THAN 1,000 F.T.E. STUDENTS MUST UPDATE 'GRADE SPAN', 'ELIGIBILITY', 'SERVED' COLUMNS ONLY.

BLDG.	TYPE	BUILDING NAME	GRADE SPAN	-- LOW INCOME DATA -- BUILDING ENROLLMENT	# LOW INCOME	% LOW INCOME	-- ELIGIBILITY -- YES	BASIS	-- SERVED -- CHAPTER 1 YES	RAP YES
3200	1	ALDERWOOD ELEMENTARY SCHOOL	OK-05	200.5	102	50.87	X	25	X	
2431	1	BIRCHWOOD ELEMENTARY SCHOOL	OK-05	295	98	33.22	X	25		X
2817	1	CARL COZIER ELEMENTARY SCHOOL	OK-05	096	147	37.12	X	X25	X	
2355	1	COLUMBIA ELEMENTARY SCHOOL	OK-05	250.5	133	53.09	X	X25	X	
2252	1	GENEVA ELEMENTARY SCHOOL	OK-03	221.5	58	26.19				
3134	1	HAPPY VALLEY ELEMENTARY SCHOOL	OK-05	392	133	33.93	X	X25	X	
2261	1	LARRABEE ELEMENTARY SCHOOL	OK-05	119	53	44.54	X	25	X	
2225	1	LOWELL ELEMENTARY SCHOOL	OK-05	219.5	34	15.49				
3202	1	PARKVIEW ELEMENTARY SCHOOL	OK-05	326.5	152	46.55	X	X25	X	
2067	1	ROOSEVELT ELEMENTARY SCHOOL	OK-05	456.5	142	31.14	X	X25		X
2175	1	SILVER BEACH ELEMENTARY SCHOOL	OK-05	261.5	23	[illegible]				
2397	1	SUNNYLAND ELEMENTARY SCHOOL	OK-05	270	114	42.22	X	X25	X	
2066	2	FAIRHAVEN MIDDLE SCHOOL	06-08	652	100	15.34				X
3201	2	SHUKSAN MIDDLE SCHOOL	06-08	631	173	27.41	X	25		X
2075	2	WHATCOM MIDDLE SCHOOL	06-08	794	192	24.18	X	X25	X	X

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II. COMPENSATORY EDUCATION PROGRAM/CHAPTER 1 PROJECT DESCRIPTION/ATTRIBUTES OF SUCCESS

1. CLEAR GOALS AND OBJECTIVES

a. The major goals of the reading program in the Bellingham Schools including Chapter 1 reading, are to develop an enthusiastic and growing interest in reading and to help each child work toward his potential through effective reading. To achieve these goals it is important that the reading program include:

1. Recognition of the close relationship of reading to all language arts.
2. Continual assessment of the needs of each child.
3. Systematic skills development to assure a sequential work-study program that introduces, reinforces and reviews basic skills.
4. Experiences which help children grow in their ability to read for meaning and ideas - creatively, critically and enthusiastically.
5. Development of an appreciation and understanding of good literature and creative use of language.

In general Chapter 1 supports and strengthens reading skills by developing word attack skills, vocabulary, comprehension and study skills and by promoting successful reading experiences that ultimately enhance self esteem.

The goals are identified as a result of a formal, annual needs assessment. Below level readers are identified using screening tests in Chapter 1 schools and in non-participating schools, existing data such as standardized tests and basal mastery tests are used. Achievement levels in all schools are verified by teacher judgement based on past records and further testing to establish the number of students in each grade needing reading and math remediation.

Chapter 1 documents, goals and activities are provided to the Chapter 1 staff, building staff, building and district Parent Advisory Councils, school board members, private schools, and general public at both building and district levels.

At the building levels information is provided to teachers, administrators, and parents at staff meetings, at teacher conferences, by letters to parents, at PAC meetings and parent/teacher conferences. Teachers and parents also contribute to the DAC newsletter, The First R, which is sent to the parents of all participants.

At the district level, documents and activities addressing goals are provided to parents, teachers, administrators and school board members at the monthly DAC meetings, by the DAC newsletter, and a descriptive brochure produced by the district School Information Office.

Each spring a formal report is made to school board members. Program goals, monitoring and evaluation reports are presented.

b. Because Chapter 1 reading is a supplementary program to the regular reading program and has the same goals and objectives as the

district's Ginn Reading Program, Chapter 1 teachers and aides participate in building reading meetings, district grade level meetings and district curriculum reading committees.

Participation in these activities along with each student having a Personalized Reading Plan signed by the Chapter 1 teacher, regular teacher and parent ensure that objectives are attained and reinforced.

2. COORDINATION

a. The goals of the Chapter 1 project are the same as the instructional goals of the regular school curriculum. These goals are delineated in the district's Handbook of Sequential Reading Skills and Student Learning Objectives. Chapter 1 teachers and administrators were working members of the curriculum committees as the aforementioned publications were developed.

The Chapter 1 Program is a supplementary reading program where qualifying children are pulled from class for 25-35 minutes four to five days per week. Generally, students are scheduled into a Chapter 1 group when they would usually be doing seat work after their reading group. Chapter 1 reading teachers and teacher aides instruct children individually and in small groups to help them benefit from the extra help.

b. Chapter 1 teachers and regular reading teachers participate in building meetings by grade level and across grade levels during the school year to plan and coordinate instruction for the reading program for the building. The Director for Elementary and Middle School Curriculum calls meetings of the reading committee (this includes Chapter 1 members) to review and implement the district reading program.

c. The Chapter 1 Coordinator meets with the Assistant Superintendent of Instruction, the Director of Elementary and Middle School Curriculum, Director of Special Education and Principals to coordinate, to plan and implement the program. These people working together determine the flow of services for students in special populations.

3. PARENT/COMMUNITY INVOLVEMENT

a. Parents serve as co-presidents on the District Advisory Council (D.A.C.), participate as representatives (2-5 members from each school) to the DAC and are involved in monthly Parent Advisory Council (P.A.C.) meetings to help plan, implement, evaluate and support the Chapter 1 project.

b. Because we have teacher aides to assist teachers in the teaching process, parents are not involved with their children during the school day. Parents assist in the instructional program by giving input during DAC and PAC meetings and conferencing with teachers about the program and student progress.

c. Each November during parent conferences parents have the opportunity to review and participate in their child's Personalized Reading Plan.

They review diagnostic scores, instructional goals and activities and materials that describe the Chapter 1 program for their child.

4. PROFESSIONAL DEVELOPMENT AND TRAINING

a. The Chapter 1 staff participate in three major activities outside of teaching, Parent Advisory Council meetings, District Advisory Council meetings and conference attendance, that provides staff development and inservice training.

Parents, (2-3 representatives from each school), Chapter 1 teachers, aides and administrators meet together as the District Advisory Council (DAC) to attend to the business of program implementation and planning programs for the Parent Advisory Council Meeting (PAC). The DAC meets at least once a month on Friday from 8:30 a.m. - 11:30 a.m. with Chapter 1 teachers, aides, principals, co-presidents and school representatives.

The PAC meetings provide staff development for teacher aides and/or principals and inservice for teachers, aides, principals and parents.

Listed below are examples of dates and topics for our Parent Advisory Council meetings:

D.A.C.
Some Agenda Topics

September - Orientation Meeting
- Plan for Site PAC Meetings

October - Organize evaluation procedures
- ITBS testing
- Teacher/Aide Schedule

November - Parent Conferences
- Personalized Reading Plans
- Chapter 1 Reading Plans
- Deadline for "First R" Materials

December - Sustained Effects
- Current List of Participating Students

January - Equipment Inventories

February - Plan/organize home/school Ready-Set-Do-Hang-Up-Sheets

March - IRA Far West Regional Conference - All Chapter 1 teachers attend

April - Instructional Materials Sharing
- Conference Sharing
- Evaluation Report of Student Progress - ITBS

May - Summer Reading Activities Booklet
- Instructional Materials Order

June - Evaluate program and make recommendations for the next school year.

P.A.C.
Meeting Topics

October -
- "Why Me?" - Will be held at the individual building levels. At this meeting Chapter 1 parents will share their concerns and feelings about having a child in Chapter 1.
- Site Orientation Meeting - usually held in conjunction to "BACK TO SCHOOL NIGHT" or "CURRICULUM NIGHT" - Teachers share information about the Chapter 1 program.
- Annual Meeting - Chapter 1 workshop for parents, administrators, teachers, aides and volunteers featuring Pat Koppman - Parents: The Important Connection Between School and Home.

November - Parent Conferences

December - "Make It and Take It" - Children who bring their parents to this meeting are welcome. Each family receives a "Make It and Take It" Winter Fun Book. The family decides which projects they will spend the evening making. The evening activities and the booklet provide children a means of enhancing their reading skills by reading and following directions and explanations having to do with particular activities.

January - "How Can I Help?" - Gives parents ideas to help their child with reading.

February - "Why Do Children Have Difficulty Learning to Read?" Speaker, Dr. Marvin Klein -"It's hard To Learn To Read" - Answers questions: How does language and reading skills develop? What does reading aloud accomplish? Does reading come before writing?

March - "What Happens When Students Get To Middle School?", "How Different is the Middle School Learner?", "What Social and Emotional Changes Occur?", "Fairhaven and Shuksan Middle Schools Reading Programs"

April - Speaker George Armstrong "English Schools - They're Different but Not That Different" - The likenesses and differences between English and American K-8 Reading Programs.

May - "Summer Reading Activities" - Ideas for activities which help improve reading skills.

Parents, teachers and aides along with the coordinator plan and execute Parent Advisory Council meetings. Principals are very supportive of the staff and the program. They are always willing to attend meetings, promote use of the school plant for meetings, and are flexible with reading group schedules, etc. They treat Chapter 1 as a very integral and important part of the school programs.

Chapter 1 staff and aides attend regular language arts, reading and computer inservice offered by the district, ESD and private companies and consultants.

Each year the teaching staff along with the coordinator attend the Far West Regional Reading Conference to go gather ideas and information to enhance the program.

b. Besides the aforementioned, our Chapter 1 staff has participated in extensive computer inservice over the last two years. Teachers and aides use a DBASE Chapter 1 computer program to manage student data. The staff is well versed in CPM, WORDSTAR and DBASE programs for the Morrow Micro Computer. They also review software for reading on an on-going basis for use on the Franklin Micro Computer to provide another alternative for supplementary reading instruction.

5. STRONG LEADERSHIP

a. Principals of Chapter 1 schools (including our private schools) are

invited to all PAC and DAC meetings. They attend periodically, as time permits. The principals and assistant superintendent of K-8 instruction supports, attends and helps at our large parent meetings. The project coordinator organizes and attends all meetings. The assistant superintendent, principal and project director meet and discuss Chapter 1 at elementary principals meetings, K-8 principals meetings, and meeting specifically to help discuss Chapter 1.

PAC and DAC meetings are the time school staff and parents have to get to know one another, share ideas, express concerns and problems, discuss research. They work together as a very cohesive group. There is a very good feeling tone and an honest exchange of information and ideas. Besides using meeting time to discuss staff and parent needs, the program director provides budget updates, shares new research and the latest legislative information.

b. The meetings listed above are regularly scheduled. The project director visits all schools on an on-going basis throughout the year. At that time she meets with the principal regarding the program. Informally, the project director and principals communicate on the phone, at other professional meetings and conferences about the Chapter Program.

Many times communication will result from:

- visitors to observe the program
- staffing regarding a Chapter 1 child, involving the director, Chapter 1 principal, teacher and parents
- the media observing the program, etc.

c. Because the Chapter Program is such an integral part of our reading and school program the community learns about Chapter 1 at PTA meetings, in the media, as a result of participating in, or with, the program - (The Museum, Bellingham Recreation and Parks, the Library, etc), as a result of the regular program and Chapter 1 sharing in a project, Pat Koppman workshop, and Margarita Suarez's workshop.

6. APPROPRIATE INSTRUCTIONAL MATERIALS, METHODS, AND APPROACHES

a. This feature is probably not unique but we believe that it is critical that the Chapter 1 program is an extention of the regular classroom reading program. The regular teacher and Chapter 1 teacher work closely to coordinate instruction for these children.

b. Chapter 1 students participate in a limited pull-out model. Students receive supplementary instruction in a Chapter 1 center for 25-35 minutes four or five days per week. Generally students are pulled out during their reading time when they would be doing seat work. When possible, the regular teacher and Chapter 1 teacher make the regular reading group time a priority and children are given extra help during other reading activities or during other instruction.

c. Each child is screened using the Wide Range Achievement Test (grades 1 and 2) and the Botel Words Opposite Test (grades 3-8). In addition to these scores a teacher may give other tests for diagnostic purposes

such as, the Gates McGinity, Brigance, Woodcock-Johnson, etc.

Individual student folders are examined for information concerning Informal Reading Inventories and placement scores, grades, teacher comments and previous reading achievement and experiences. This information along with recommendations from the regular teachers, determine the objectives for additional reading assistance. From this information, the objectives, student attitudes and study habit procedures are determined for what materials, methods and approaches will be used.

d. The materials, equipment and methods used in our Chapter 1 rooms could be described as eclectic. Decisions for the aforementioned must meet certain criteria:

Are the materials, equipment and methods
- supplementary to the regular reading program
- age appropriate
- at the correct level of difficulty

Teachers share information, opinions on materials, equipment and methods at an Instructional Materials Sharing Session each Spring prior to orders being made. Access to new instructional materials, equipment and methods is an on-going process as teachers review current literature, cataloges, and research. Their participation in inservices, workshops and conferences provide a base for new ideas and materials.

e. Study skills are a part of daily instruction. Students are taught these skills as a tool to enhance organization for reading and comprehension. Older students grades five through eight may have objectives that specify learning specific study skills to enhance reading in the content areas such as mapping, outlining, SQ4R, etc. Library skills learned as a part of the regular curriculum are also practiced and stressed as a part of the Chapter 1 program for all children.

f. Generally, children are grouped according to grade level, one through eight, so that they work out of their regular reading group. However, if a child will be successful and not suffer a loss of self esteem, cross grade grouping may occur.

g. Given comprehensive data and knowledge on how a child functions and learns in reading plus a good selection of materials and equipment, teachers match children to learning experiences that make a difference. We have the privilege of having well-trained and experienced teachers that really care about children and their reading education. These teachers outlook and experience provide the impetus to learning activities that are varied and challenging.

h. Children are monitored and their progress recorded during each session. When a child can successfully function in the regular reading group and has met the exit criteria, they are exited to the regular program full-time. Teachers are encouraged to use all information as a basis for determining placement. Children should be

monitored continuously and then necessary changes should be made throughout the year.

7. HIGH EXPECTATIONS FOR STUDENT LEARNING AND BEHAVIOR

a. Chapter 1 reading is only one facet of a child's reading program. One of our district goals is to integrate reading, writing, listening and oral language curriculum. Also, teachers are working to integrate reading and writing skills across the content areas. Subsequently, all children participate in writing projects (group and individual), role-playing, plays, Young Authors, school wide projects and productions that involve reading and writing skills. Also, Ginn reading groups are scheduled for four days each week with a fun culminating activity using learnings from the previous four days. A Chapter 1 student may participate in this and/or do a similar enjoyable activity in the Chapter 1 room.

b/c. We believe that it is important students find reading enjoyable and that both Chapter 1 teachers and regular classroom teachers strive to raise a students' self esteem. The expectation is that children will work on lessons that are appropriate, and at the correct level of difficulty. Children are expected to be on task and do the best they can. Both reading teachers work together with consistent and reasonable expectations which provide a strong base for positive communications.

8. POSITIVE SCHOOL/CLASSROOM CLIMATE

a. Chapter 1 classes are organized, well-paced, calm and oriented toward learning. Expectations, written curriculum and a district reading program contribute to our excellent school climate. Experienced teachers who care and supportive principals complete the learning environment.

b. Chapter 1 teachers and aides, as do the regular instructional staff, expect children to be responsible for their behavior and learning. Children and staff are expected to treat one another in a respectful manner and spend class time on task.

c. The Chapter 1 project in Bellingham Schools is regarded as a beneficial and good program for our children. Principals and teachers ask to have the program in their school. The Chapter 1 staff is well qualified and trained. Many staff members are assigned, .5 F.T.E. Chapter 1 and .5 F.T.E. district. Chapter 1 principals, teachers and aides meet often as a district group and have developed a good rapport with one another.

9. MAXIMUM USE OF ACADEMIC LEARNING TIME

a. To manage classroom and other learning activities, and to maximize instructional time, a plan for the sequence of activities is developed. This should describe teacher directed activities and independent work.

There are four essential steps for the teaching of any story:

1.
PREPARING FOR READING

provides reading instruction in vocabulary and comprehension:
- specific strategies for presenting new vocabulary with emphasis on word meaning and independent writing activities to reinforce and practice vocabulary
- discussion of selection concepts critical to comprehension of the selection and building pupils' background for understanding it

2.
READING FOR COMPREHENSION

guides selection reading by providing:
- a purpose for reading guided reading strategies and questions to ensure comprehension
- post-reading discussion, activities, and questions to summarize extend, and reinforce important aspects of the text

3.
DEVELOPING READING SKILLS

provides teaching strategies for developing skills in:
- vocabulary
- comprehension
- decoding
- life skills
- study skills

4.
EXTENDING READING SKILLS

suggests activities that:
- integrate language, literature, arts, creativity, and career skills
- expand selection comprehension and appreciation

Additional skills should be included as appropriate : 1) developing vocabulary skills, 2) developing comprehension skills, and 3) integrating listening, speaking and writing with reading.

b. To ensure procedures that facilitate reinforcement of instruction, teachers:
- monitor students frequently to check for understanding
- provide independent practice activities
- provide additional practice - use skillpacks, develop analogies, riddles, classify words, use new words in a story, illustrate words, find action and descriptive phrases, solve crossword puzzles
- make semontic mappings
- make story maps
- write questions using new vocabulary
- write sentences using cloze method
- locate stories, poems, or sentences
- select sentences from the story and rewrite using vivid or figurative language
- find the main idea and supporting details
- sequence events from the paragraph
- outline a paragraph
- illustrate a character or setting

Very little homework is given in grades K-5. We think children should practice only what they know, understand and are successful doing at home. We encourage parents to read aloud to their children at home. Parents help their children best when they are supportive and positive about the schools and their child's education. We foster parents attending school conferences, activities, Chapter 1 functions

(speakers, workshops, "Make It and Take It" etc.) and providing enriching educational activities (games, trips, experiences with nature and the community) outside of school.

10. CLOSELY MONITORED STUDENT PROGRESS

a. Informally students are monitored frequently during a lesson to check for knowledge of results, attentiveness and attitude. Also the reading teachers communicate informally about daily progress.

Formally, the following procedures determine growth:

- November parent conference
- Reports to parents March and June
- Fall and Spring ITBS tests
- Site Grade level meetings to discuss reading groups
- Staffing to discuss an individual students progress
- individual parent/teacher conferences to discuss an individual
- Consult Ginn Mastery Test scores

11. REGULAR FEEDBACK AND REINFORCEMENT

a. Students receive daily and weekly feedback about how they are doing through frequent teacher monitoring, self evaluation, guided and independent practice and knowledge of how they do on class work. Students also take Ginn Mastery and Level tests in the Ginn Reading Program.

b. See question 10.
Regular classroom teachers receive feedback from the Chapter 1 teacher in the following ways:
- Site grade level reading meetings
- Informal teacher conferences
- Written progress report to parents

12. EXCELLENCE RECOGNIZED AND REWARDED

a. Besides the daily consistent recognition of progress in the Chapter 1 group by the teacher and aide, student progress is reported to parents three times during the school year with the first report being a parent conference. Motivating and fun activities are planned after certain learning has taken place. Sometimes exiting Chapter 1 and returning to the regular class reading group is a sign of achievement. Some children like both groups and don't want to leave.

b. Outstanding teaching is recognized through the observation/evaluation process. Also, Chapter 1 teachers often are asked to be part of district reading committees, run an inservice session for other teachers, present at a conference and other activities (school awards assemblies) that single them out due to a good reputation as a teacher.

13. EVALUATION RESULTS USED FOR PROGRAM OR PROJECT IMPROVEMENT

a. Aspects of Chapter 1 evaluation include processes to determine

program effectiveness and student growth.

- Formal Standardized Testing
  Students in grades 2-8 that have received four or more weeks of instruction are administered the Iowa Test of Basic Skills - Reading Component in October and again in April.
- Diagnostic Testing
  When appropriate to a child's growth in vocabulary, word attack skills, comprehension, etc., the Chapter 1 teacher will give the Wide Range Achievement Test or Botel, or Brigance, etc. as a possible indicator to determine how well individual objectives have been met.
- Ginn Mastery Tests and Unit Tests
  These tests are given by the regular classroom teacher to access growth in reading and in the Ginn Reading Program.
- Students being served by the Neglected and Delinquent program are assessed by how well they have improved in basic skill development and have met individual instructional objectives.

Each spring at a District Advisory Council Meeting, teachers, aides and principals share information about ITBS test results, instructional materials and teaching techniques they think will benefit others. Also, each May or June teachers, aides, parents and principals meet to discuss the Chapter 1 program and formulate recommendations for the next year. Topics used as a basis for evaluation include:

Test procedures and results	supplies and materials
parent participation	new research
evaluation of PAC meetings	new ideas and innovations

b. Actually evaluation is an on going process. One function of our District Advisory Council, which meets at least once every month on Friday mornings, is to discuss Parent Advisory Council meetings, instructional program and materials, parent involvement, etc. and make recommendation for change or improvement. All aspects of the program are evaluated yearly. The last formal evaluation was May, 1985. A meeting is called and advertised specifically for the purpose to make recommendations for change or improvement and to plan the next school year. Chapter 1 teachers, aides, principals and parents are invited.

c. Parents are informed about project effectiveness through:

DAC meetings - one or two each month
PAC meetings - every four to six weeks
First R - twice yearly publications to parents
PTA Newsletters - monthly
Newspaper Coverage - as a result of meetings
Parent Conferences - November or by request

d. Listed below are examples of ways in which evaluation results have been used to improve the design of the program:

- better designed PAC meetings to meet the needs of parents
- better quality staff development for teachers and aides

- more sensitive letter to parents advising them that their child has been selected to participate in Chapter 1
- more ideas and ways for parents to help their child with reading, Ready-Set-Do-Hang-Up-Papers, First R.
- two or three parents serving together as co-presidents rather than one parent
- parent representative serving on telephone tree
- "Why Me?" a panel of parents at PAC meetings and/or an individual parent at site level orientation meetings describing their feelings when they found their child needed reading help
- the development and implementation of the Chapter 1 KIDS Pilot (Kindergarten for Kindergarten for Individual Developmental Success proposed partly due to high gains made by second graders on the ITBS and a successful, long-term Chapter 1 program.

E.C.I.A. CHAPTER 1
Neglected and Delinquent Program

Population Served: Bellingham Public Schools' Neglected and Delinquent Program serves boys and girls residing in the Bacon Home and Desmond Home, two group homes, within the District. Students attend one of the three middle schools, or one of the two high schools and/or the Bellingham Vocational-Technical Institute or Martin Center.

Generally, students residing in the group homes have irregular school attendance, poor study skills and low grades. The home tutor provides these high risk students with one-to-one tutoring in basic skills and in specific content areas during the school day and/or at home. Because students arrive at various times during the school year, the home tutor facilitates the opportunity for students to begin in a new school environment successfully.

Service Delivery: The home tutor meets once or twice per month with the school liaison person, the Chapter 1 Coordinator; and group home coordinators, to review student tutorial needs and student progress.

The coordination of instructional service to neglected and delinquent students was facilitated by the home tutor assessing student academic skills and making contact with the classroom teacher when appropriate.

The home tutor met with assigned student(s) at regularly scheduled times. The tutoring varied with each student's achievement level and school program. Students work on basic skills and on improving classroom performance. Students are evaluated on how well they have met individual student objectives.

III. PROJECT EFFECTIVENESS AND ACHIEVEMENT

Chapter 1 Reading Program

The Chapter 1 reading program has shown over a long period of time consistently high achievement gains and the years 1981 through 1985 are no exception. See the charts below for data:

Pre-Post Test Evaluation Results

Iowa Test of Basic Skills - Reading (1978 ed.)

Out of Level Testing - One Year Below Grade Level

Grade	1981-82	1982-83	1983-84	1984-85	State NCE Gain	State NCE Gain
	N NCE Gain	N NCE Gain	N NCE Gain	N NCE Gain		
2	(48) 35.1	(47) 23.8	(58) 44.8	(86) 36.3	12.9	8.9
3	(45) 26.3	(42) 16.0	(54) 21.5	(43) 11.6	9.5	7.1
4	(41) 15.4	(53) 12.9	(54) 11.2	(57) 12.1	8.3	6.8
5	(54) 13.8	(46) 19.2	(38) 11.8	(54) 14.0	6.7	6.2
6	(18) 16.3	(34) 15.2	(30) 25.2	(32) 9.3	7.2	5.8
7	(38) 10.4	(21) 23.2	(39) 8.1	(20) 14.5	6.8	5.0
8	(23) 10.4	(22) 9.0	(20) 16.4	(25) 10.2	5.6	4.7
Total	(267)+18.2	(265)+17.0	(293)+19.9	(317)+15.4	8.1	6.4

Note: U.S. gains are based on FY 1980-82. State gains are based on FY 1980-85. Only gains based on more than 30 students are printed.

Several factors contribute to consistent gains across sites and similar gains from year to year:

- the major goals for the regular reading program and the Chapter 1 reading are the same.
- the Chapter 1 program while being supplementary is an extension of the regular instructional program as is remedial reading, extended learning, library resource program, the remediation assistance program, etc.
- consistent processes and standards for testing are followed
- after children exit from the program, their progress is monitored during the same school year and also during the next school year.
- Chapter 1 and regular classroom teachers work closely together.

EVALUATION - NEGLECTED AND DELINQUENT

After it was determined that a student needed service, if other test scores were not available, he/she was administered a diagnostic test(s) to determine: a) level of basic skill development and b) basis for individual instructional objectives.

Each student's instructional objectives are formulated to improve basic academic skills and performance in classes.

Assessment of the objectives at the end of each school year show that students who

consistently attend school over approximately three months made improvement in: a) effort applied to school related tasks, b) grades, c) exploring vocational options, d) self-image.

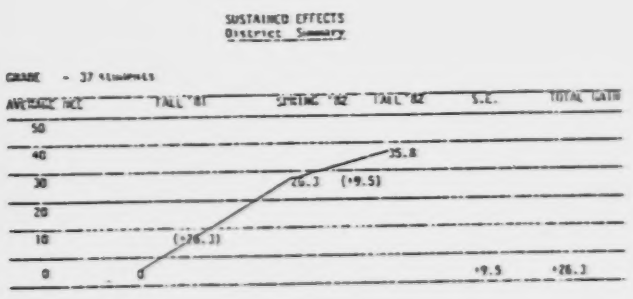
E.C.I.A. Chapter 1
Sustained Effects 1984-85

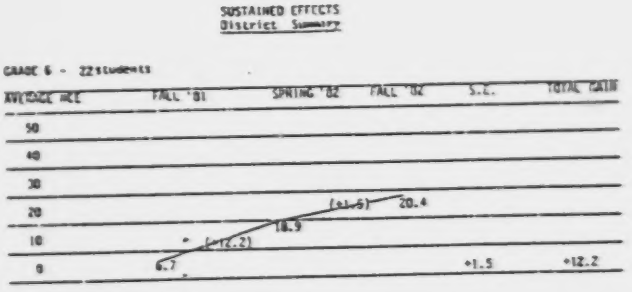
Sustained Effects for the Chapter 1 reading program in the Bellingham Public Schools are determined by comparing the normal curve equivalents by grade level for three different testing periods - Fall 1984, Spring 1985 and Fall 1985.

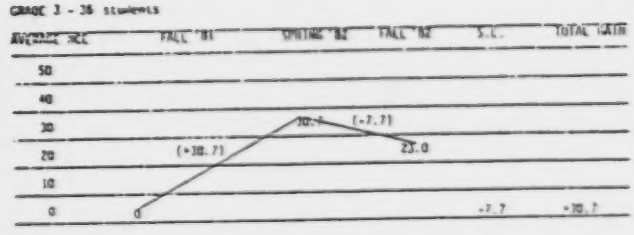
The test used is the 1982 edition of the Iowa Test of Basic Skills. The sample population is comprised of students at the second, third, fourth, sixth and seventh grade levels who have test scores for the aforementioned test periods.

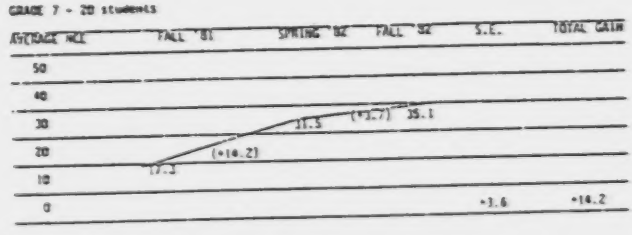
Generally, the sustained effects study shows a "summer drop-off". For 1984-85 each grade level two, four, six and seven, between - 3.6 and - 17.1 NCE's were lost between June and September. Grade three, however, showed a 13.4 NCE gain over the summer months.) The cause of the low fall pretest scores is unknown. It would be interesting to compare scores if a Chapter 1 summer program were offered.

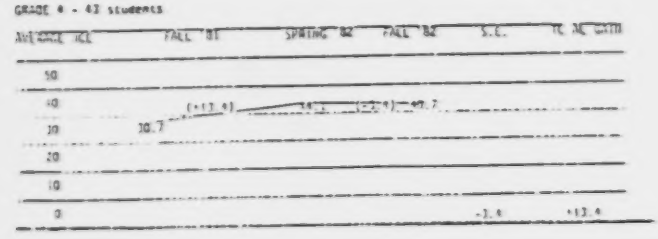
Sustained effects results are shared with Chapter 1 parents at Parent Advisory Council meetings and in the First R. The scores are also disseminated to Chapter 1 staff, principals and members of the school directors.











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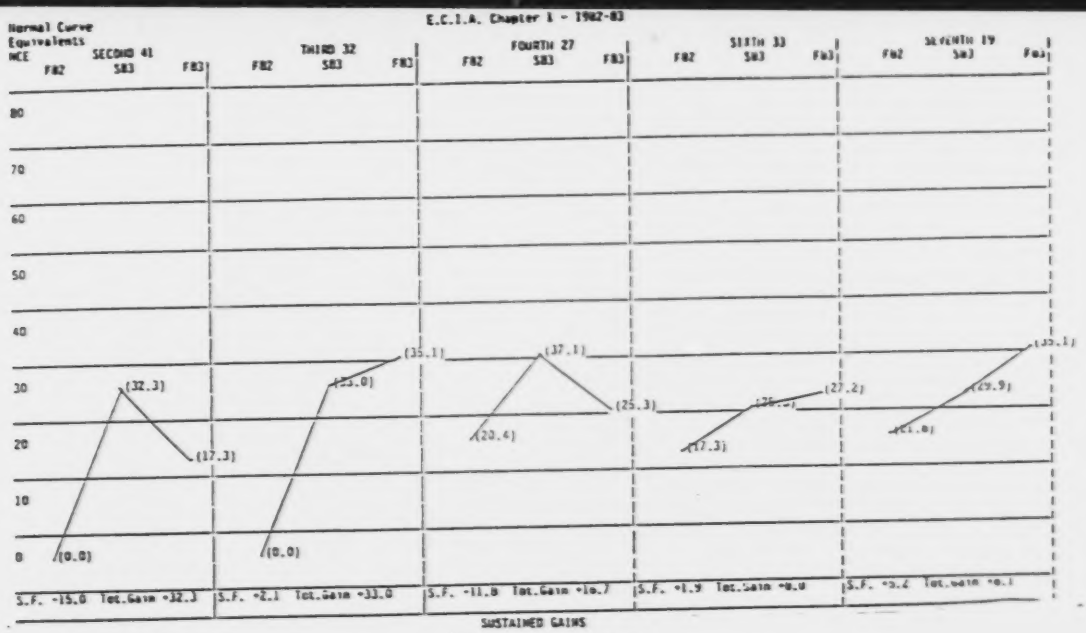
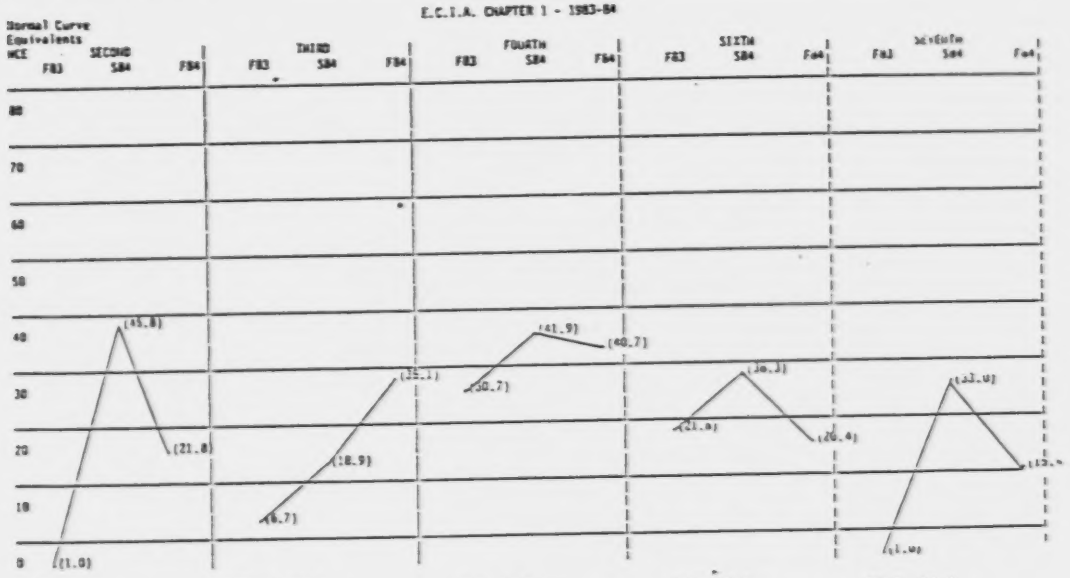


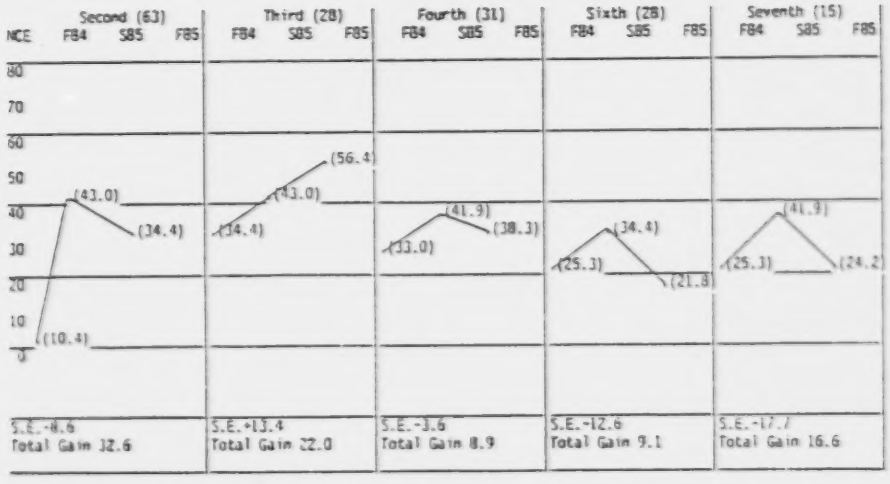
SUSTAINED GAINS



SUSTAINED EFFECTS

E.C.I.A. Chapter 1 - 1984-85

Normal Curve Equivalents



Range of scores within the true average of the group falls:

36.2-32.2	53.3-59.3	35.3-41.2	18.7-24.9	19.9-28.5

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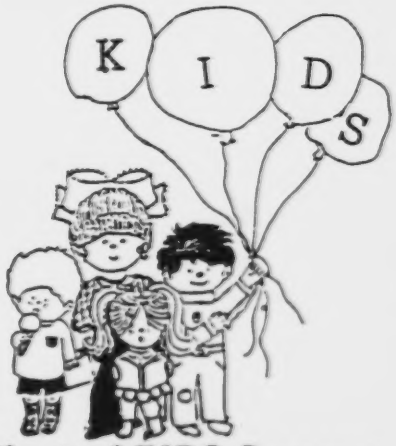
Bellingham Public Schools



Chapter I KIDS Program

CHAPTER 1 KIDS PILOT

During the 1985-86 school year, four elementary schools will participate in a Chapter 1 kindergarten pilot program. It will serve approximately one hundred students, two days each week, for two and one-half hours of instruction.

PURPOSE

To provide qualifying youngsters with a supplementary, additional school experience that nurtures positive emotional adjustment to a school setting and develops skills and confidence that will impact future learning experiences.

PHILOSOPHY

The following criteria will be included as a formal philosophy and goals are developed:

- Provide small group and individualized instruction.
- Provide a diversity of activities and varied instruction
- A readiness program that allows children to grow socially, emotionally, intellectually, and physically.
- Focus on oral language as the foundation for communication skills and to develop reading and writing skills.
- To develop self-esteem.
- To make learning a positive and pleasurable experience.
- To develop these children's confidence as learners and in a school setting.
- To meet the needs of kindergarten children at various stages of development.

STUDENT SELECTION

THE Brigance K & 1 Screen will be administered to all kindergarten students to determine eligibility for service. For future diagnostic purpose, use The Brigance Inventory of Basic Skills. This document can also be used to determine goals and objectives for instruction.

INSTRUCTION

Instruction will follow the goals and objectives of the regular Kindergarten program and will be supplemental in nature by virtue of instructional materials and methods. Chapter 1 Kindergarten teachers will work very closely with the regular classroom teacher to coordinate instruction. Students in the pilot program will not take a separate break but will have a daily snack that dove-tails from specific instruction, i.e. if students are studying corn, then snacks will be corn products.

PARENTAL INVOLVEMENT

Parental involvement will be designed to be an intensive aspect of the program. Parents will be involved in planning, implementing and evaluating the program. Besides the aforementioned, inservice for parents will include parenting skills, growth and development of young children, etc.

EVALUATION

The Metropolitan Readiness Test, Level I, Form P will be administered as a pretest October 23 through November 1.